

Joseph Keels Elementary

7500 Springcrest Drive
Columbia, South Carolina 29223

Grades	PK-5 Elementary School	
Enrollment	677 Students	
Principal	Lynne Ladue	803-736-8754
Superintendent	Dr. Stephen W. Hefner	803-787-1910
Board Chair	William Flemming, Jr., DMD	803-736-0015

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	30	81	20

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes
2005	Average	Below Average	Yes
2006	Below Average	Unsatisfactory	Yes

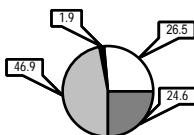
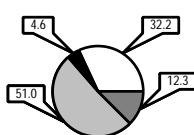
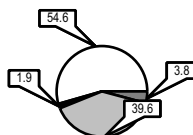
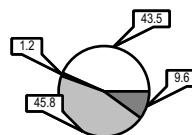
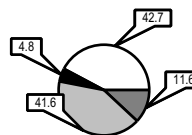
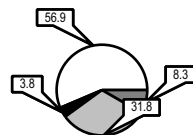
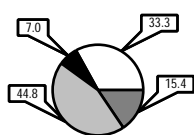
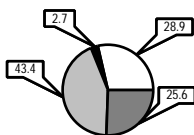
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	300	100.0	26.0	46.6	24.8	2.7	38.9	Yes	Yes
Gender									
Male	150	100.0	30.5	46.1	19.5	3.9	33.6	N/A	N/A
Female	150	100.0	21.6	47.0	29.9	1.5	44.0	N/A	N/A
Racial/Ethnic Group									
White	13	100.0	0.0	33.3	58.3	8.3	75.0	I/S	I/S
African American	271	100.0	26.3	47.5	24.2	2.1	37.7	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	50.0	40.0	0.0	10.0	30.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	264	100.0	22.3	48.5	27.0	2.1	41.6	N/A	N/A
Disabled	36	100.0	55.2	31.0	6.9	6.9	17.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	300	100.0	26.0	46.6	24.8	2.7	38.9	N/A	N/A
English Proficiency									
Limited English Proficient	14	100.0	50.0	33.3	8.3	8.3	25.0	I/S	I/S
Non-Limited English Proficient	286	100.0	24.8	47.2	25.6	2.4	39.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	254	100.0	27.6	47.1	22.2	3.1	36.9	Yes	Yes
Full-pay meals	46	100.0	16.2	43.2	40.5	0.0	51.4	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	300	99.3	31.0	51.0	13.0	5.0	31.0	Yes	Yes
Gender									
Male	150	100.0	30.5	46.9	18.0	4.7	35.9	N/A	N/A
Female	150	98.7	31.6	54.9	8.3	5.3	26.3	N/A	N/A
Racial/Ethnic Group									
White	13	100.0	8.3	41.7	16.7	33.3	58.3	I/S	I/S
African American	271	99.3	31.9	51.5	13.2	3.4	30.6	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	50.0	40.0	10.0	0.0	10.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	264	99.2	28.0	53.4	13.4	5.2	32.8	N/A	N/A
Disabled	36	100.0	55.2	31.0	10.3	3.4	17.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	300	99.3	31.0	51.0	13.0	5.0	31.0	N/A	N/A
English Proficiency									
Limited English Proficient	14	100.0	41.7	41.7	8.3	8.3	16.7	I/S	I/S
Non-Limited English Proficient	286	99.3	30.5	51.4	13.3	4.8	31.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	254	99.2	32.1	52.2	12.1	3.6	29.5	Yes	Yes
Full-pay meals	46	100.0	24.3	43.2	18.9	13.5	40.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	300	100.0	53.8	40.5	3.8	1.9	5.7
Gender							
Male	150	100.0	53.9	40.6	3.9	1.6	5.5
Female	150	100.0	53.7	40.3	3.7	2.2	6.0
Racial/Ethnic Group							
White	13	100.0	0.0	58.3	8.3	33.3	41.7
African American	271	100.0	57.2	38.6	3.8	0.4	4.2
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	30.0	70.0	0.0	0.0	0.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	264	100.0	52.8	41.2	3.9	2.1	6.0
Disabled	36	100.0	62.1	34.5	3.4	0.0	3.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	300	100.0	53.8	40.5	3.8	1.9	5.7
English Proficiency							
Limited English Proficient	14	100.0	41.7	58.3	0.0	0.0	0.0
Non-Limited English Proficient	286	100.0	54.4	39.6	4.0	2.0	6.0
Socio-Economic Status							
Subsidized meals	254	100.0	57.8	39.1	2.7	0.4	3.1
Full-pay meals	46	100.0	29.7	48.6	10.8	10.8	21.6

Social Studies							
All Students	300	100.0	43.1	45.0	10.7	1.1	11.8
Gender							
Male	150	100.0	40.6	43.0	14.8	1.6	16.4
Female	150	100.0	45.5	47.0	6.7	0.7	7.5
Racial/Ethnic Group							
White	13	100.0	16.7	50.0	16.7	16.7	33.3
African American	271	100.0	44.5	44.1	11.0	0.4	11.4
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	50.0	50.0	0.0	0.0	0.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	264	100.0	42.9	45.5	10.7	0.9	11.6
Disabled	36	100.0	44.8	41.4	10.3	3.4	13.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	300	100.0	43.1	45.0	10.7	1.1	11.8
English Proficiency							
Limited English Proficient	14	100.0	50.0	50.0	0.0	0.0	0.0
Non-Limited English Proficient	286	100.0	42.8	44.8	11.2	1.2	12.4
Socio-Economic Status							
Subsidized meals	254	100.0	44.9	44.4	10.2	0.4	10.7
Full-pay meals	46	100.0	32.4	48.6	13.5	5.4	18.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	84	100.0	20.3	29.7	47.3	2.7	50.0
	4	102	98.0	20.2	52.8	27.0	0.0	27.0
	5	108	100.0	27.0	56.0	17.0	0.0	17.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	109	100.0	23.7	44.3	25.8	6.2	32.0
	4	88	100.0	36.1	36.1	26.4	1.4	27.8
	5	103	100.0	20.4	57.0	22.6	0.0	22.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	84	100.0	16.2	64.9	17.6	1.4	18.9
	4	102	100.0	21.3	50.6	21.3	6.7	28.1
	5	108	100.0	25.0	53.0	15.0	7.0	22.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	109	98.2	32.3	52.1	12.5	3.1	15.6
	4	88	100.0	29.2	44.4	16.7	9.7	26.4
	5	103	100.0	31.2	54.8	10.8	3.2	14.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	84	100.0	52.7	40.5	4.1	2.7	6.8
	4	102	98.0	46.1	40.4	10.1	3.4	13.5
	5	108	100.0	60.0	29.0	10.0	1.0	11.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	109	100.0	62.9	35.1	2.1	0.0	2.1
	4	88	100.0	45.8	41.7	8.3	4.2	12.5
	5	103	100.0	50.5	45.2	2.2	2.2	4.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	84	100.0	23.0	63.5	10.8	2.7	13.5
	4	102	98.0	27.0	61.8	10.1	1.1	11.2
	5	108	100.0	48.0	40.0	10.0	2.0	12.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	109	100.0	35.1	47.4	17.5	0.0	17.5
	4	88	100.0	45.8	43.1	8.3	2.8	11.1
	5	103	100.0	49.5	44.1	5.4	1.1	6.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 677)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.8%	Down from 3.4%	3.9%	2.8%
Attendance rate	96.4%	Down from 96.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 0.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 0.3%	0.0%	0.0%
Eligible for gifted and talented	0.3%	Down from 5.9%	5.1%	10.4%
On academic plans	51.5%	N/AV	46.6%	33.6%
On academic probation	1.9%	N/AV	1.0%	1.0%
With disabilities other than speech	6.1%	Down from 6.6%	7.2%	7.5%
Older than usual for grade	0.8%	Up from 0.0%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Down from 0.2%	0.0%	0.0%
Teachers (n= 51)				
Teachers with advanced degrees	68.6%	Up from 67.3%	51.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	3.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	82.8%	Down from 88.8%	85.3%	87.3%
Teacher attendance rate	96.0%	Up from 94.1%	94.8%	94.9%
Average teacher salary	\$42,204	Down 0.4%	\$41,445	\$42,485
Prof. development days/teacher	7.9 days	Down from 12.7 days	13.5 days	13.3 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 18.3 to 1	16.9 to 1	18.6 to 1
Prime instructional time	91.7%	Up from 88.8%	89.2%	89.7%
Dollars spent per pupil*	\$7,484	Up 3.0%	\$7,092	\$6,557
Percent of expenditures for teacher salaries*	73.0%	Down from 74.9%	61.9%	64.0%
Percent of expenditures for instruction*	79.6%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We have had a successful 2005-2006 school term. We began the year with a Keels' Family Meet & Greet cookout evening. This was the single most successful event that got our parents excited and involved in our school this year. Throughout the school year parents have been involved in classroom activities, field studies, parent organizations, and office and clerical tasks. Our parent/teacher conferences showed much improved parent participation.

Our certified parent educator successfully got 100% of our parents of pre-schoolers involved in the parenting component of her program. Through our school newsletter weekly literacy tips were also given to parents to help promote the literacy connection between home and school.

At Keels we continue to have a variety of quality programs available to meet the diverse needs and interests of all students. One of our newest initiatives is our Center for Achievement class, which is a class learning and teaching style based on the principles of Dr. Mel Levine. Our second and third grade students who have participated in this program have shown increased interest in learning and have increased academically both in MAP ELA and Math RIT ranges.

As a means of supporting continued excellence in student learning, we continue to integrate technology throughout our curriculum and provide supplementary academic assistance throughout the school day as well as after school and Saturday mornings.

Although we have an open campus, Keels prides itself on the extent to which we have provided a safe, secure environment for learning. We have purchased an AED for health safety, installed security cameras, and continued to assess and improve our facility.

Keels Elementary is a great place for teaching and learning!

Audrey Ratchford, Principal
Carol Henley, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	48	88	39
Percent satisfied with learning environment	87.5%	83.3%	84.6%
Percent satisfied with social and physical environment	83.3%	76.1%	89.7%
Percent satisfied with school-home relations	66.0%	88.5%	91.7%

*Only students at the highest elementary school grade level at this school and their parents were included.